Dyslexia Advisory Council Meeting Minutes

October 22, 2018
10 a.m.–2 p.m.
Tennessee School for the Blind, Nashville, TN

Attendees: Dr. Kirk, Kate Martin, Joanna Bivins, Karen Jensen, Becky Cox, Erin Alexander, Eileen Miller, Brianna Patrick, Anna Thorson, Morgan Brandon, Susan Porter

10 a.m.   **Welcome, introductions, review norms and goals – Dr. Kirk**

- Welcome and thank you for taking the time and effort to attend the meetings and issues between meetings so we can continue to improve student needs
- Norms:
  o Speak from your experience
  o Speak in facts
  o Listen and value the ideas and feedback of others
  o Contribute, but monitor air time
  o Student centered
  o Seek to understand, not just to be understood
  o Be solutions oriented

10:15 a.m.   **TDOE Updates – Becky Cox**

- Read to be ready website, revisions to:
  o Add connections to the dyslexia resource documents now tabbed under educator's tab, on left
  o Add connections dyslexia resource guide in the middle along with suite of materials from teaching literacy in TN
    ▪ How might we take the graphic a power point slide with all connected documents with how they fit together, this visual w/text pops up and all documents are linked
  o Right hand side is the dyslexia resource guide as well as additional resources, which takes user back to DAC and all of the resources that are available on that page
  o Unit starter documents and phonics and word recognition professional learning package that is under the development tab, K3
    ▪ Undergoing Accessibility Project Unit Starter – 2 sets of 8 documents that go with teaching literacy, first set is connected to science, second is related to social studies (not released yet)
    ▪ Call outs in both sets that provide information for differentiating in classrooms
  o Read to be Ready has twitter account

- Questions/Feedback on the updates
  - Parents tab a link to dyslexia as well.
  - No log in needed
  - Around 100 districts are aware of this information
  - Need to ensure that the Gen Ed teachers are aware of the website
- Regional dyslexia trainings are being scheduled will include special education referrals and reporting methods

10:45 a.m.   Feedback Concerns – Council Members

- AT Devices – More urgency is needed, students with IEPs still do not have their devices and are facing challenges through all grades
  - This should be seamless, the contact for TDOE about AT assessment and usage grant is Susan Usery.
  - District IT Dept. are not trained in accessibility tools
- What do we do with kids who have been through intervention as stated in the law, but have completed a program such as The Wilson Program, does the law require them to keep the child in intervention?   What happens after intervention is provided?
  - The law is framework for having a universal screening process to determine student and their needs, so having that process k-6, 3 times a year, provides our school RTI teams to say what are these students' needs going forward and how do we best meet them. So some students may need to continue while some may not need that intervention any longer. The goal is to see the student progress and needs going forward.
  - Do we have permission to take the child out of intervention in cases of dyslexia? Dyslexia is embedded in the same law as RTI. This can be an area for improvement.
- There is a large concern for students who meet the standards and then are removed from the programs or interventions, what happens if the student needs to improve in other areas, i.e. reads well but has troubles with spelling?
  - This goes back to educating school teams and teaching them how to make decisions regarding individual interventions. The screening is a process not a tool.
- Wilson vs. Spire, which is more intensive
  - Essentially they are two different lenses on the same thing. Scope and sequence are very different with Wilson being more categorized. It isn't a question of which is more intense but how each one approaches learning.
- RTI needs to be handled as a whole, not in pieces. Progress is different from failing.
- FAQ for parents on what to bring to screenings for RTI may be helpful.
- How to help students become advocates for themselves needs to be worked on.

11:30 a.m.   Updates to Accessibility Features – Leslie Huffman & Krissy Fox

- Math and social studies read aloud
    - Accommodations instead of accessibility beginning this year
    - Accommodation will need to be indicated on the 504, IEP, or language case learner
    - It will be a mixture of human reader and text to speech
    - Thoughts: how to I qualify for the read aloud
    - If you have a student w/characteristics NEED to have 504 or IEP
    - Are parents going to be told this – have communication plan that addresses at the district level, have not created a plan to address the parents, advocate to districts to communicate with parents. – create template for districts for parent letter
    - By content area discussion to have read aloud accommodations

12:30 p.m.   Data Report Discussion – Kate Martin & Karen Jensen

- Report is required for legislation, submitted by the council

- How districts were to report
    - Code students who received dyslexia intervention and would notify us and those students would be pulled for TN Ready data and scoring
    - Districts were given multiple chances, 1st pool in March to let them know where they landed and how many were flagged, due date for information from district was in May, contacted districts without submissions and

waited until June to pull final numbers, the information received and reported to TN Ready is used in the report draft.

- Some information will be updated as we continue to gather scores and accommodations like read aloud and K-2.
- Breakout Activity
    - Tasks;
        - Make sure target areas are hit
        - Look at trends and what needs to be addresses looking at the trends

Trends	Recommendations/Feedback
District level data varies greatly	A cover page is needed
There is some variance in the data which makes it hard to tell what numbers are most represented	Characteristics - issues with written expression and encoding (spelling)
Work needs to be done to High School numbers	RTI Manual - screener brief assessment (outline showing what is assessed)
The k-2 data shows improvement	Universal screening process - how is it defined and what is expected and who can request the screening (parents)
The grade level data "Who Is Achieving" is not lining up with the intervention data	Address the lack of clarity for numbers and what is included
	Room for growth, not every kid is given the assessment but the process is being improved
	Assessment should include student work samples along with diagnostics
	Jargon in the report should be kept to a minimum
	There is no norm percentage for dyslexia intervention in Tier 2 and Tier 3
	What is expected, prevalence?
	Bar graph may be confusing, clarity needed - color meaning region or range

	Figure captions need to be better placed, maybe add appendix
	Section summaries and context to numbers would be helpful
	Add dual count, adding data number back in to correlate with the other data
	Portion issues "How do numbers compare to student populations"
	What is the intent of the report
	Summary by number or call districts out for accountability
	Make charts all the same scaling

2 p.m.   **Close of meeting. Thank you for attending and get home safely.**